



Contents lists available at ASJP (Algerian Scientific Journal Platform)

Academic Review of social and human studies

journal homepage: www.asjp.cerist.dz/en/PresentationRevue/552



Computer Technologies in Literature Classes: Another Teaching Challenge

استخدام تقنيات الحاسوب في تدريس الأدب: تحدي تعليمي آخر

Dr. Tayeb MEHDI^{1,*}

¹ Hassiba Benbouali University of Chlef, Algeria.

Article info:

Abstract

Article history:

Received :01-02-2021

Revised :

Accepted : 02-03-2021

Key words:

The literature class,

Technology,

English teaching,

Attitudes.

Common in the language classes is to study literature and to read confidently and autonomously both for information and pleasure are among the valuable aims that students want to gain from language study. Actually, debates are still going on about how to teach literature in language classes and the renewed interest in using literature for language teaching accompanied with technology. The latter has a reciprocal relationship with teaching. The emergence of new technologies pushes teachers to accommodate these technologies for classroom use; at the same time, their real implementation in the classroom can impact how these technologies continue to take shape in the future. The aims of this paper is to point out the impacts of ICT on the process of language learning and literature teaching and to explore the attitudes of students in the Department of English towards using technology in literature class and maximize students' autonomy. The findings show that students have positive attitudes towards utilizing ICT in literature classes, besides the challenges that might hamper the use of ICT in class there should be more actions that will be taken to promote the use of ICT in Literature lessons in the future.

ملخص

الكلمات المفتاحية:

- الأدب

- تكنولوجيا

- تعليم الإنجليزية

-المواقف.

غالبا ما يتم في فصول تعليم اللغة تدريس الأدب والقراءة بثقة و استقلالية سعيا وراء المعلومة والمتعة معا من بين الأهداف القيمة والنبيلة التي يرغب الطلاب في اكتسابها من دراسة اللغة. في الواقع، لا يزال الجدل قائما حول كيفية تدريس الأدب في فصول تعليم اللغة والاهتمام المتجدد بتوظيف الأدب في تدريس اللغة باستخدام التكنولوجيا. لدى هذا الأخير علاقة متبادلة مع التدريس، حيث يدفع ظهور تقنيات جديدة المعلمين إلى فهم هذه التقنيات واستخدامها في الفصول الدراسية؛ في الوقت نفسه، يمكن أن يؤثر استعمالها الفعلي في الفصل بشكل مباشر على كيفية تشكل هذه التقنيات في المستقبل. يكمن الهدف الرئيسي من هذه الدراسة في إبراز مدى تأثير تكنولوجيات الإعلام والاتصال على عملية تعلم اللغة وتدريس الأدب واستكشاف مواقف الطلاب في قسم اللغة الإنجليزية تجاه استخدام التكنولوجيا في فصل الأدب بالإضافة إلى إظهار أهمية تكنولوجيات الإعلام والاتصال في تعزيز استقلالية الطلاب. أظهرت نتائج البحث أن مواقف الطلاب تجاه استخدام تكنولوجيات الإعلام والاتصال في فصول الأدب جد إيجابية من ناحية، من ناحية أخرى، بسبب التحديات التي قد تعيق استخدام تكنولوجيات الإعلام والاتصال في الفصل، يجب أن تتخذ المزيد من الإجراءات التي من شأنها تعزيز استخدام تكنولوجيات الإعلام والاتصال في دروس الأدب في المستقبل.

1. Introduction

Reading is a complex information processing skill where the readers interact with the distinct components of a text to create meaningful discourse beyond the words and sentences to create knowledge from the idea produced by them. Successful reading comprehension requires a full understanding of meaning in a text in which dynamic and growing appreciation of interrelationships in the text is prerequisite (Cziko, Greenleaf, Hurwitz, & Schoenbach, 2000, p. 38).

Additionally, literature can be a useful tool that engages people with stories, which again makes them eager to communicate what they have read. EFL students who learn English as a major subject or speciality are often unfamiliar with critical ways of reading, questioning and analyzing literary texts, (Oster, 1989, p.85). They are not equipped with enough background to be able to learn about literature since the traditional system emphasizes memorizing linguistic aspects of English. Then, the students are used to respond to the receptive skills in the English language such as listening and reading and probably do well in information retention and in written skills tests, which mostly focus on grammar, vocabulary and reading comprehension. However, with the global shift in the role of English, English education in EFL situations has been experiencing new phases with the recognition of the importance of communicative language teaching and the cultural orientation of the target language, besides the changes in the tools of communication. Thus, the computerization of education, especially literature, is a complex entity that entails the intervention of different agents. The purpose of this article is to share with the readers the findings of a study conducted to investigate the level of information and communication technologies, ICT, use among teachers. Also, the study which is revealed here, seeks to investigate the attitudes of teachers towards the use of ICT for educational purposes. Technology is now at the threshold of its maturity within all the sectors. An overview of the research in the value of using ICTs in teaching and learning process proved that the utilization of ICT has had a major influence on the teaching and learning process. In other words, ICTs proved to be effective tools

for all jobs (Elliott, 2017, p. 56) and for educational purposes, since they extended and transformed the way students learn and teachers teach.

2. The problematic and the Objectives of Research

In a situation where it seems that students at different levels mainly higher education lack independent reading; they do not actually read much, neither in the classroom nor out of it, urgent measures must be created. A critical situation which Krashen (1993) labels a literary crisis that uncovers other teaching problems that lie in the teaching of reading which lacks, on its part, an appropriate methodology. Examining the students' attitudes might shed the light on the students' learning styles outside their classrooms, thus providing the teachers with insights on how to promote students' autonomy in literature classes by means of modern technology.

The selection of this area of research is motivated by the fact that technology can provide more than leveled texts. The true power of new digital technologies, as opposed to the classic technologies based on print, is their capacity for flexibility and adaptability. New reading technologies may provide a highly personalized and supportive learning environment coupled with leisure, in which each student, even when reading alone or in small groups without a teacher, can get just the right level of support and challenge that they need to practice and develop their skills.

Following the above rationale, these research questions are raised here to guide the study:

- Do students have positive attitudes towards literature and towards using computer related technologies in studying literature and reading literary texts?
- How can computer related technologies help 1st year LMD students of English improve their reading skills in literature?

To answer the abovementioned questions some tentative hypotheses are formulated respectively;

- Students may have positive attitudes towards literature and towards using computer related technologies in studying literature and reading literary texts.

- Computer related technologies help 1st year LMD students of English improve their reading skills in literature.

The premise of this paper is that the effectiveness of computer technologies in contributing to learning will be a function of how well the technology supports a particular syllabus in a particular way without neglecting the importance the teachers' guide and interferences in all stages of reading and exploring literary texts.

3. The Impacts of Technology on Teaching Literature in Language Studies

It is a fact that the use of computers related technologies revolutionizes the history of human life in all aspects and the process of language learning and teaching could not be exempted from this, which pushed many institutions and universities around the world to use computer assisted language learning (CALL) into their curricula, (Sutton, 2013). Moreover, reading a piece of literature in a language classroom can be a source of valuable authentic material, where language is used in real situations, cultural enrichment, linguistic enrichment and to develop personal involvement, (Collie & Slater, 1994, p.6). In addition to that, literature is also a motivating material and help learners to develop their interpretative abilities, especially when linked to the learners' own lives and experiences, (Lazar, 1993, p.18). The use of technology as a complementary tool to support language learning among students is a teaching strategy that continues to gain popularity day by day. Teachers are currently using various forms of technology like computers, emails, multimedia and internet in order to improve understanding of their courses. Trends in technology have indeed revisited the educational model and have caused changes in the way courses are organized and delivered, (Costley, 2014). Other findings on this topic suggest that computer-based activities provide learners with prompt information and appropriate accessible materials. when used appropriately, technology helps to enhance various aspects of learning, (Ehrmann, 2002). Chamber (1999) claims that learning occurs more easily when the learner has a positive attitude

towards the language being studied and learning in general. Gardner (1985) in his studies gives evidence that positive attitudes toward language enhance proficiency as well. Language attitude studies explore how people react to language interactions and how they evaluate others based on the language behavior they observe.

Basing on the impacts of technology on the process of teaching and learning the teaching of literary texts in language class is no exception. Technology, then, can make an undeniable contribution to the teaching of literature, given sufficient time and resources and using appropriate ways of integration. Therefore, it is useful to consider some of the wider implications of using technology to learn about literature and culture. The verb 'learn' is used advisedly because it is in benefiting the student and developing the learning process that the advantages of technology are most apparent, (Porter, 1999). The most striking advantages are in offering benefits to the learners above and beyond the quantity and quality of contact in the usual teaching situation. The most relevant advantages that can be offered to both the learner and the teacher are summarized in the following section, as claimed by Porter (1999). Technology can give students a greater degree of control over the delivery of their learning: by using technology, students can access information, learning spaces, and other resources at times which suit their lifestyle and their other commitments. Technology allows students to choose the suitable time to have access to the needed resources, (Asher, 1977). Technology based resources can be integrated into a course of study and used to complement classroom interaction and guarantee library resources. Technology also promotes students' autonomy so that they feel that they have control over their own learning and this mitigates the stress and anxiety that accompanied foreign language learning, (Asher, 1977). Another advantage of technology is the use of emails, social media and conferencing systems and other computermediated communication tools provides a rich environment in which communication can continue outside the classroom. As pinpointed by Porter (1999) students can communicate and discuss ideas together, even when they are not physically

connected. The latter makes the student to student and the student to teacher contact time under increasing pressure. For Kaware & Sain (2015), technology offers advanced research tools and it can also provide the interface which helps the teacher to guide the student through the implementation of new techniques and help to provide the motivation to learn and experiment: new teaching methods which will provide the student with added interest in the course and impetus to develop their own learning. Hence, Technology is only one method which can be adopted and is not guaranteed to be successful by any means, except with careful usages and proper infusion into courses, there can be significant benefits to both teacher and student, (Porter, 1999).

4- The Nature of Attitude

Awareness of the students' attitudes helps the teacher to motivate the reluctant and the poor readers to be interested in reading by learning to use the sub-skills of reading. It will help to introduce students to the different strategies that efficient and fluent readers use to comprehend different types of passages. Attitude is recognized as an important indicator to understand human behavior and is considered as a mental state that includes beliefs and feelings, (Latchanna & Dagnev, 2009). Attitudes are defined as "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg & Vaughan 2005, p.150). In the educational environment, attitudes expressed by teachers as well as students play an important role in the achievement of educational objectives. Specifically with regard to the use of new innovations in the classroom, traditional teaching methods are being forced to accommodate what are sometimes incommensurate information technologies. Moreover, the attitudes of students play a prominent role in educational interaction as well as instructional choices since they are fundamental in examining the outcome of technological integration in the classroom; (Becker, Ravitz, & Wong, 1999).

Regarding attitudes, there are two main aspects that characterize the latter. The first, which is the most important, refers to "readiness for response." That is,

an attitude is not behavior in itself, not something that a person does; rather it is the stage that precedes action or it is the preparation for behavior, a inclination to respond in a particular way to the attitude object. The term attitude object is used to include things, people, places, ideas, actions, or situations, either singular or plural, (Oskamp, 1991). This aspect appears in many other definitions like that of (Jung, 1971, p.415): "readiness of the psyche to act or react in a certain way". The second aspect is the "motivating" or driving force of attitudes. Namely, attitudes are not just passive results of past experiences and situations. Instead they have two active actions expressed by Allport (1935) cited in Albarracin (2005, p.315) as "exerting a directive or dynamic influence". Dynamic influence means that it directs the form and manner of behavior into specific ways.

In the same vein, attitudes are also characterized by other features like their relatively "enduring nature", even though it is not true for all attitudes for some of them can be static whereas others can be changeable according to unexpected circumstances. All attitudes take a stance positive or negative, or even a mixed evaluation of the item, but they can vary in intensity, (Gilakjani and Leong, 2012).

Attitudes towards ICT usage have been defined as a person's general feelings towards ICT and specific computer and Internet related activities, (Becta, 2004, p.310) claimed that "... students with low levels of motivation and feelings of uncertainty regarding their learning capabilities can show more positive behaviour during lessons using computers than during traditional lessons".

Personal characteristics such as educational level, age, gender, educational experience, experience with the computer for educational purpose and attitude towards computers can all influence the adoption of a technology, Schiller (2003). Among the factors that affect the integration of ICT in Literature classes the students' attitudes which are seen as one of the most influential factors. Albirini (2004), stated that attitudes have major predictive value to the use of new technologies in the classrooms. It can also be related to the amount of ICT being used by the

teachers. Thus, attitudes play an important role in shaping our reactions towards different situations in class and outside the class. Marjaana and Anna (2003) held that motivation and interest play important roles in students' learning. The assumption that ICT increases student motivation is seen as a reason why ICT should be used in schools, (Schiller, 2003). It is common to say that students are interested in using ICT; students found it more pleasant, more appealing, and more motivating to study with computers than with traditional means. Harris and Kington (2002) revealed a range of positive impacts of ICT on students, including increased ability to work independently, enhanced confidence in communicating with others outside their school and family circles, improved attendance at school and improved group work and cooperative skills (Software and Information Industry Association 2000) . Students who used educational technology in school felt more successful in school, were more motivated to learn and have increased selfconfidence and selfesteem, Becta also quoted Rockman (2000), "laptops motivated students to work longer and harder with an increased pride in their work."

Teachers will be in a position to use ICT tools and resources effectively in the classroom only when they realize how useful these tools are in presenting materials to the students and overall learning process. The impact of ICT on teaching and learning is also based on the perceptions and attitudes of the teachers who are responsible for using this technology (Joseph, 2013). Joseph continued by stating that teachers' attitudes' besides their talent and desire will brought a strong impact to the integration of computers in the classrooms and that teachers needed to be encouraged to continuously explore the usefulness of ICT in the classrooms in general and in literature classes in particular. Besides students another basic agent for establishing and working this system is the teachers. It is argued in a study revealed by Melor, Norazah, Salehi, Mohamed Amin Embi and Salehi (2014) on Future of ICT as a Pedagogical Tool in ESL Teaching and Learning was done among the ESL teachers in secondary schools that successful integration of ICT in education enables teachers

to transform instruction from teachercentered to studentcentered where learners may interact with their peers and use the computers and Internet for their own learning needs.

Learner autonomy is often defined as learners' ability to take control of their own learning (Holec, 1981). However, the development of learner autonomy is widely varied depending on teachers' roles and overall classroom environment.

5- The Use of Technology and Learner Autonomy

Learners can control their learning processes as much as possible and can become quite independent of teachers when they work with computers. Jones (2001) claims that teachers play a great role in developing learner autonomy in Computer Assisted Language Learning (CALL). For example, students formulate their tasks independently without teachers' detailed and continued instruction, Toyoda (2001), and they often reflect on their own and their interlocutors' responses through Computer Mediated Communication (CMC), Shield, Weininger & Davies (1999). According to Kohonen (2001), making choices about learning contents and processes, reflecting on the learning process and being aware of the learners' achievements and discovering new needs are the essential parts of developing learner autonomy. In short, to develop the learner autonomy, it is crucial for learners to have opportunities to reflect on what they have done and how they achieve their goals and to synthesize the various outcomes. Technology has often been used for repetitive practice for language learning with authentic audio and video texts. The practice of pronunciation, spelling, and grammar are popular examples of using technology as a tool for language learning.

6- Methodology

6.1 Research Design

The present study utilized quantitative methodology. It employed the use of questionnaire as the research instrument. The data collection was based on the questionnaire distributed to the respondents and this served as the primary instrument. The questionnaire was designed in order to accumulate enough

information pertaining to the objectives of the study.

The survey was based on a detailed questionnaire which was completed by 100 students during a 2 weeks period in December 2019. The questions were broken down broadly into 4 sections designed to elicit information and views on:

Student ownership and use of computers, attitudes towards the use of computer related technologies and attitudes towards traditional teaching and literature reading.

6.2- Sample

The students involved in this study are first year LMD students at the English Department at Chlef University. They are 100 students from females and males aged between 20 to 22 years old. They were randomly selected to complete a questionnaire about both their attitudes towards literature and towards the use of ICT in literature classes.

7-Reflections on the Findings

In this study that aims to determine attitudes of students towards computer assisted English literature classes, it can be said that the participants owe very positive attitudes (97%). As a result; it is found that students' attitudes towards computers are at "highly positive" level.

In this situation, it can be said that since the students' attitudes are positive, it can affect computer assisted activities in a positive way and it led us to predict the students' success in the tasks assisted by computer if they grasp the appropriate usage. Again, this led us also to expect that the students will achieve good marks in the exams as the latter is among the students' priorities.

In the same vein, Klassen and Milton (1999) found that students who studied with visual aids or information do better when compared to the traditional way. Visual information enhancement can be via computers.

The availability of material at home may help the students to practice and do their researches any time they need to do so. (95%) of students who own a computer at home is a motivating result that shows that it is an important tool for them which will help

them to use it more efficiently and will be more familiar with it if they use it apart from the classroom, this also supports the claim that working with the computer frequently will enhance selfconfidence to take risk and not to be afraid from mistakes in learning. The computer ownership can be linked to the positive attitudes that the students have.

Students' positive attitude towards CALL will motivate them to improve their learning strategies exploited via CALL and will help them to score well in the exams, which is an intended purpose for the student who aims at passing to the following year. In other words, students' good attitudes towards CALL enable them to benefit more from technology in learning the English language skills. The findings also show that the students perform a wide range of activities like writing emails, surfing the net and do their researches, playing games, listening to music and watching videos. Hence, the teacher can integrate various types of activities and tasks to promote and facilitate studying English, particularly literary texts through webquests, graphic novels and online read aloud sites for example. All in all, the results from this study are encouraging because they demonstrate that many students do use these electronic resources and are confident in doing so, so using different activities, in classes, help learners love the literature of the language because technology makes the learning experiences to students novel and enjoyable. ICT provides activities with infinite variety to teach language skills making language learning more exciting and attractive. The activities include using the computer programs to stimulate discussions, writing or critical thinking and using the word processors, spelling and grammar checkers. If the access to the net is available, authentic materials are provided to be familiar with the literary texts. The power of multimedia to ensure a combination of texts, graphics, cartoons, animated graphics and sounds helps the teacher enhance literature learning environment.

The students are self-reliant because the findings reveal that 70% do their own search if they did not understand their teachers. Self-reliant students help creating a studentcentered class and enable

the students to take responsibility to decide upon the materials that they need. The major aim of self-reliance at the university level is to increase the students' determination to get rid of the traditional way of teaching, which largely depends on the flow of information only from teacher to student and rarely from student back to the teacher. It goes beyond the slavish imitation of the teacher's interpretations and personal opinions as this aspect is available in many software offered by ICTs. Peck and Dorricott (1994) confirmed that view and summarized the reasons that technologies should be used in teaching and learning:

Technology helps the teachers to promote autonomy among learners, which allows students to develop their linguistic and analytical capacities individually in a "non-threatening environment". The students should have the necessary skills to access and evaluate the received information. Besides, ICTs improve the students' capacities to improve their writing through the use of word processors. Also, technology contributes to the individual's development of critical thinking and improve the students' artistic expression. in a way that enables users to organize, analyze, and evaluate their own work.

The study shows that the students need to feel comfortable using computer, because it will become an increasingly important part of the students' world. It creates opportunities for students to do meaningful work to increase their productivity and efficiency.

Following the same path, Porter (1999) and other researchers mention a wide spectrum of reasons and a number of positive practical impacts of technology on education as found in this study in addition to others. Technology in class gives flexibility to literature teaching and makes lessons relevant and enjoyable. Students could take responsibility for finding answers to suit their own learning needs. Consequently, it assists students in accessing digital information efficiently and effectively. Today's students realize, to a given extent, the true depth of human condition and behavior. They understand that there is more to a person than what they display on the exterior. They see the intricacy of the human experience, giving them an open mind and an open heart. However, they can

To sum up, it can be said that teachers are "change agents" in educational environments. They play an essential role in the implementation of all forms of technology in the classrooms. It is important for them to possess positive computer attitudes since attitudes have been found to have a direct effect on future use and variables that determine successful technology integration in education. In other words, computer attitudes, whether positive or negative, affect how teachers respond to technology in an instructional setting or learning environment. Moreover, The presence of the teacher is still very essential to promote learning and to reinforce what was already learned. Students discuss all that they receive as new information via interaction and cooperation with the teacher or the classmates rather than the Teacher stands at the front and dispenses wisdom and the students passively absorb it, they learn to interpret new information and the teacher needs to be closer to his students and attempt to design courses that fit the different needs and attitudes towards CALL properly.

Jones (2007) summarizes the main roles of students and teachers in class:

"A studentcentered classroom isn't a place where the students decide what they want to learn and what they want to do. It's a place where we consider the needs of the students, as a group and as individuals, and encourage them to participate in the learning process all the time. The teacher's role is more of a facilitator than instructor; the students are active participants in the learning process. The teachers (and the textbook) help to guide the students, manage their activities, and direct their learning. Being a teacher means helping people to learn – and, in a studentcentered class, the teacher is a member of the class as a participant in the learning process." (Jones, 2007, p. 2)

In the process of implementing technology in language class, what really matters is that the systematic use of technologies and not using them as a goal.

8-Recommendations and Implications

Based on the findings of the present study, some practical suggestions and recommendations that will go a long way towards minimizing some of the digital disadvantages and that may enhance the teaching of

literature especially to first year students of English are listed:

- Since a number of students owe an average attitude toward computer assisted classes, studies should be held in this field in order to make them develop positive attitudes. For instance, giving much more computer assisted education and teach the English literature with computer simulations.
- Similar research can be done in various institutions, at various educational levels, and with various age groups.
- It is suggested that further research will be done to find correlations between attitudes and learning achievement of the students especially in the exams.
- Enable Students to involve during the reading of literary texts in self-selection of materials that they perceive as relevant and fascinating, but the teacher's interference in their choice is also recommended as far as it is borne in mind that the students are still beginners in the field of literature.
- Testing is very important way of proving the efficiency of CALL in this department, after analyzing the students' attitudes. With regard to the way of testing it is recommended that researchers select a population from the students in this department, divide it into a control group and an experimental one, the control group will receive the same courses with the experimental group, however, the control group will receive the courses in the traditional way i.e. the teacher explaining and the students taking notes. The experimental group will receive the courses in CALL atmosphere i.e. sitting in front of a computer and enhanced in a variety of activities with minimal interference from the teacher. The period of time can be adjusted according to distinct constraints. After that the researchers compare the results of both groups.
- The literature circle process is highly recommended to be introduced within literature class, yet, it should not be stagnant; it should continuously evolve to reflect students' needs, interests and skills, and there are numerous ways in which the process can be enhanced and extended. Teachers often expect students to function collaboratively in a group and are

surprised when things fall short of their expectations. Students require specific instruction on how to respond to others, take turns, and wait for pauses before speaking.

- Creating a flexible, enjoyable, convenient and comfortable classroom environment. To this end, the teacher should encourage active learning, cooperative learning and self-learning, thus diversifying ways of improving students' language skills.
- Train teachers constantly on developing teaching, professional and learning competencies and in state-of-the-art ICT, especially the ones they can use to improve learning and the ones that students use in their daily lives. Regardless of the amount of technology or its sophistication, technology will not be used unless the teachers have the skills, the requisite knowledge, and attitudes necessary to infuse it into the curriculum. Generally this comes through self-education or professional development. Universities can assist by providing enough training that meets the needs of the faculty and by promoting continual growth both within and outside the university boundaries.
- The way of teaching English in this department should be updated to include courses assisted by computer in order to meet the expectations of the students who are very positive towards literature and CALL.
- Administrators in the department should update the technology related materials, especially computers, and enable the students to access to the internet and use the computers any time they need.
- If the ministry is looking for tens of ways to develop the way of teaching foreign languages in universities, providing a high quality teaching materials is one way. CALL should be integrated into the traditional literature classes where the instructor is also available for further assistance and questions so that students are not deprived of human contact.
- Learner autonomy can be maximized through the integration of computers because 'fast' and 'slow' learners are given equal chances to study and review the materials according to their own pace.
- Teachers should help students practice reading

passages or articles on a computer and some activities should be provided in order that students become familiar with reading and accessing to reading materials online.

- Listening skill is improved through computer activities because students are given the opportunity to repeat as many times as they want and according to their own pace, which is not the case in a traditional language classroom.

- Selfaccess materials should be set up so that students may enjoy improving their listening skill through computers.

- If it is true that social change begins on an individual level, then there is good reason to believe that e-learning or distance learning, which allows private study, somewhat away from public scrutiny and social pressure, could be an effective tool to help the students who cannot attend university regularly, including women and workers to pursue a higher education and become positive role models for social change.

9- Conclusion

To conclude it is believed that this is only the beginning of a new era. The progress of dialogues between literature and technology overspreads. In fact, they have never stopped, from Play Stations to movies, literary and technology narratives are interweaved. It is mutual and complementary. The purpose of this study was to introduce ways to implement computer related technologies as valuable instructional tools in reading literary texts that help improve students' reading and vocabulary enrichment. The long standing controversy about the integration of literature in language teaching seems to have reached a standstill point, at least to a considerable extent. Instead of focusing on the rigid dichotomy of whether literature is to be included or not, it would be more appropriate to seek answer to the question of how literary texts can possibly be included in an effort to create a more meaningful atmosphere to encourage students' involvement. Nowadays; the debate is over its effective use in teaching to enable the students to improve their understanding as well as their reading of literature.

According to the above study, teachers should remember that these ICT tools have much to offer in terms of encouraging students to be interested in the Literature lessons. In fact, teachers should continuously vary their use of ICT tools and continuously use these tools so as to indirectly improve students' attitudes towards literature lessons. The above findings also indicate that teachers believe that there is a possibility that ICT tools could somehow improve their teaching. It also shows that the teachers have rationally accepted that using ICT in their lessons could bring changes for the better in the teaching of Literature component.

The new inventions of technology as eBooks readers, 3D printers and machines spur our imagination, push all the different kinds of people, visionaries, writers, critics, the general public to constantly update ourselves and how we impact on economies, culture, society and ideology. As a matter of fact, integrating technology into the educational curriculum has the potential to change the process of education significantly. ICTs in the classroom changes the kind of relationship between the teacher and the students. The teachers must begin by setting aside our traditional ideas of how things should be done in the classroom and accept that our students really have grown up on a different planet, they need to understand that today's learners will not live in a world where things change relatively slowly, but rather one in which things change extremely rapidly. So whatever the subject educators are teaching, they have to teach it with that future in mind.

Conflict of Interest

I declare that I have no conflict of interest.

References

- Albarracin, B. Johnson, & M. Zanna (2005), *The Handbook of Attitudes*. New Jersey: Lawrence Erlbaum Associates. (PP.320)
- Albarracin, D., Johnson, B, Kumkale, T., & Zanna, M. (2005). *Attitudes: introduction and scope*. In D
- Albirini, A. A. (2004). *An exploration of the factors associated with the attitudes of high school EFL teachers in Syria toward information and communication technology*. Unpublished thesis The Ohio State University
- Allport, G. W. (1935). *Attitudes*. In *A Handbook of Social Psychology* (p. 798-844).
- Asher, J. J. (1977). *Learning Another Language through Actions: The complete teacher's guidebook*. Los Gatos, CA: Sky Oaks Productions. (2nd ed. 1982).
- Azlin Zainal / *Procedia* (2012) *Social and Behavioral Sciences* 34 234 – 237

- Becker, H., Ravitz, J., & Wong, Y. (1999). Teacher and teacher-directed student use of computers and software. Teaching, Learning, and Computing: 1998 National Survey. Report #3.
- Becta (2003). Primary schools – ICT and Standards. An analysis of national data from Ofsted and QCA by Becta. Coventry: Becta.
- Chambers, G. N. (1999) *Motivating Learners*, Clevedon: Multilingual Matters. Chambers, G. N. (2000) *Motivation and the Learners of Modern Foreign Languages* in S. Green, (ed.), *New Perspectives on Teaching and Learning Modern Languages*. Clevedon: Multilingual Matters Ltd, *Modern Languages in Practice* 46-76.
- Collie, J. & Slater, S. (1994). *Literature in the language classroom: a resource book of ideas and activities*. Cambridge: Cambridge University Press.
- Collie, J., & Slater, S. (1987). *Literature in the language classroom: A resource book of ideas and activities*. Cambridge: Cambridge University Press.
- Costley, K. C. (2014). *The positive effects of technology on teaching and student learning*. Arkansas Tech University.
- Cziko, C., Greenleaf, C., Hurwitz, L., & Schoenbach, R. (2000). What is reading? An excerpt from reading for understanding, *The Quarterly*, 22(3), 38-39.
- Ehrmann, S. C. (2002). Improving the Outcomes of Education: Learning from Past Mistakes. *Educause Review*, 37(1).
- Elliott, S.W. (2017), *Computers and the Future of Skill Demand*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264284395-en>.
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning. The Role of Attitudes and Motivation*. London: Edward Arnold.
- Harris S. and Kington, A. (2002), *Innovative Classroom Practice Using ICT in England: the Second Information Technology in Education Study (SITES)*
- Hicks, M., Reid, I., & George, R. (2001). Enhancing online teaching: Designing responsive learning environments. *The International Journal for Academic Development*, 6 (2), 143-151.
- Hogg, M., & Vaughan, G. (2005). *Social psychology* (4th ed.). London: Prentice Hall.
- Jones, J. (2001). CALL and the Teacher's Role in Promoting Learner Autonomy. *CALLEJ Online*, 3(1), 115. Joseph, R. (2013). *Teacher's views of ICT in EL classrooms in UAE institutes of Technology*. (Master's Thesis, American University of Sharjah).
- Jung, Carl G. (1921/71), *Collected Works, Volume 6: Psychological Types*, Princeton, NJ: Princeton University Press.
- Kohonen, V. (2001). *Towards experiential foreign language education*. In Kohonen, V., Jaatinen, R., Kaikkonen, P., & Lehtovaara, J. (Eds.) *Experiential learning in foreign language education* (pp. 860). London: Longman.
- Krashen, S. D. 1993. The case for Free Voluntary Reading. *The Canadian modern language review* 50 (1):72 -82.
- Kaware, S. S., & Sain, S. K. (2015). ICT Application in Education: An Overview. *International Journal of Multidisciplinary Approach & Studies*, 2(1), 25–32.
- Latchanna, G. & Dagnev, A. (2009). Attitude of Teachers towards the Use of Active Learning Methods. *E-journal of All India Association for Educational Research*, 21(1).
- Lazar, G. (1993). *Literature and language teaching: A guide for teachers and trainers*. Cambridge: Cambridge University Press.
- Marjaana, V., Anna T (2008), *How does one use ICT to motivate students*, A Reviewed paper
- MelorMdYunus, NorazahNordin, Salehi, H., Mohamed Amin Embi & Salehi, Z. (2014). *Future of ICT as a Pedagogical Tool in ESL Teaching and Learning*. *Research Journal of Applied Sciences, Engineering and Technology* 7(4): 764770
- Oskamp, S. (1991). *Attitudes and Opinions* (2nd ed.). Englewood Cliffs: Prentice-Hall.
- Oskamp, S., & Schultz, P.W. (2005). *Sociology, Attitudes and Opinions*. New Jersey: Lawrence Erlbaum Associates.
- Oster, J. (1989). Seeing with different eyes: Another view of literature in the ESL class. *TESOL Quarterly*, 23(1), 85-103.
- Porter, S. (1999). Introduction: technology in teaching literature and culture: some reflections.
- Rockman, S., Walker, L., & Chessler, M. (2000). *A more complex picture: Laptop use and impact in the context of changing home and school access*. The third in a series of research studies on Microsoft's *Anytime Anywhere Learning Program*. San Francisco, CA: Rockman, et al. http://www.rockman.com/projects/126.micro.aal/yr3_report.pdf.
- Schiler, J. (2003). Working with ICT: Perceptions of Australian principals, *Journal of Educational Administration*, vol. 41, no. 3, pp. 171-185.
- Shield, L., Weininger, M. J., & Davies, L. B. (1999). A task-based approach to using MOO for collaborative language learning. In Cameron, K. (Ed.), *Call & the learning community*. (pp. 391-402). Exeter: Elm Bank Publications.
- Sutton, B. (2013). *The effects of technology in society and education*.
- Toyoda, E. (2001). Exercise of learner autonomy in project-oriented CALL. *CALLEJ Online*, 2 (2)

How to cite this article according to the APA method:

Tayeb MEHDI. (2021), Computer Technologies in Literature Classes: Another Teaching Challenge, academic review of social and human studies, vol 13, number 02, Hassiba Ben Bouali University of Chlef, Algeria, pages.103-112